

## Center for Advanced Deaf Education Studies (CADES)

### Introduction

Idaho has arrived at a decision point, a crossroad for a new and better, statewide educational service delivery system for deaf, deaf-blind or hard of hearing (D/HH) infants, toddlers, preschool and school age children and youth, and their families. This proposal is for the development of the Center for Advanced Deaf Education Studies, an entity directly under the purview of the Idaho State Board of Education. The synergy of closely linking service delivery with personnel preparation, both preservice and inservice, as well as ongoing research and policy development is the foundation of the proposed center. CADES would bring together the expertise of faculty in state and regional universities with practitioners in the field to provide better education, service and research in education of individuals with auditory sensory deficits and dual deficits in visual and auditory senses. In addition to positioning itself for interdisciplinary research funding by granting agencies such as the National Institute of Health, CADES would be in a position to be competitive for support from foundations interested in the improved technology and services to individuals affected by sensory deficits.

Idaho has considerable resources to take the right path. These include a Governor, Legislature, State Board of Education, Infant-Toddler Program and Department of Education committed to quality education for all children and to the premise that no child will be left behind. The Council for the Deaf and Hard of Hearing (CDHH) represents stakeholders statewide and serves as a strong voice of advocacy. The Idaho State School for the Deaf and Blind (ISDB) and school districts have an experienced cadre of highly qualified education and service providers. The ISU Kasiska College of Health Professions has the preservice personnel preparation programs needed as well as the proven ability to coordinate inservice professional development and conduct research critical to developing best practices. The University of Idaho, Center on Disabilities and Human Development has a long history of research and services to children and adults with disabilities, especially in the area of deaf-blind intervention. Boise State University, University of Idaho, Idaho State University and Lewis & Clark State College have distinguished records of producing highly qualified teachers who work with children who are disabled and their families. In addition to these existing programs, CADES could facilitate the expanded involvement of academic units such as the basic sciences and engineering in the deaf and deaf and blind education and service arena. CADES would provide a platform for such expanded collaborations to occur across regional service and educational institutions.

Finally, there are hundreds of Idaho families with a deaf, deaf-blind or hard of hearing child that serve as our primary educational resource and need the best support from the state that is possible. Above all else, this individualized support must be child and family focused. Individual Educational Plan and Individual Family Services Plan teams (IEP/IFSP) together with families make the decisions and must be provided choice in the full range of educational options or approaches. This is especially important in the first seven years of life (birth through first grade), the critical language learning period, which serves as the foundation for literacy development and future academic success.

## **Mission**

The CADES mission is to address the critical education and training, research and demonstration, and service provision issues associated with early identification, early intervention, elementary, secondary and post-secondary education, and services for children and adults who are deaf, deaf-blind or hard of hearing in rural intermountain states, including Arizona, Nevada, Utah, Wyoming, Montana, and Idaho.

## **Goals**

### **CADES will:**

- educate highly qualified interpreters, teachers, speech-language pathologists and audiologists in sufficient numbers to meet need/demand.
- provide professional development for regular classroom teachers and general special educators who have or will have a D/HH student in their program.
- administer a statewide professional development plan including an annual summer institute and inservice training/mentoring for professionals in the active workforce.
- conduct collaborative "research to practice" investigations to improve service delivery.
- oversee operation of model demonstration schools in the Treasure Valley that will serve as practicum and research sites.
- help manage the statewide service delivery system for deaf/hard of hearing students and for deaf-blind students with appropriate liaison with the U of I Deaf-Blind Project and with the Commission for the Blind.
- facilitate appropriate policy through informed debate and decision making on key questions and issues pertaining to deafness, collect and report annual service statistics, and develop education policy.
- advance academic and service delivery pursuits by fostering collaboration and interdisciplinary studies with residential schools, state departments of education, professional organizations and universities in the intermountain region.

## **Organization/Facility**

The State Board of Education will hold the ultimate administrative authority over CADES. The SBOE will exercise its authority through Idaho State University with oversight from the CADES Steering Committee which will provide a strong voice of advice and counsel from the field. This committee brings a state, regional, and national perspective to education, research and service delivery. The Center Director(s) and steering committee will oversee the operation of the Idaho Deaf and Hard of Hearing program. Clinical/academic faculty in their respective areas will provide advice and consultation. The Directors will be appointed by SBOE.

Based in the Treasure Valley, the center will need sufficient physical space to house the

academic/clinical faculty, the administrators, clinics, distance learning classrooms and conference rooms.

### **Education/Training**

CADES will facilitate the preparation and submission of state and federal training grant proposals to facilitate the expansion of educational programs for interpreters, audiologists, speech-language pathologists and teachers of deaf/hard of hearing students. Besides the more traditionally educated teachers we will need to educate/certify specialized itinerant teachers to collaborate with mainstream teachers of primarily manual, primarily oral, or hard of hearing students. Many of the current deaf educators will play an important role in this new system. There is a need for collaboration with teachers who have deaf-blind children in their classroom. A new emphasis on educating regular classroom teachers and general special education teachers in hearing impairment will be necessary.

### **Research/Demonstration**

Applied research and applications of research to practice (demonstration) will be a critical component of CADES activities. Idaho faculty have focused their research on prevalence studies, vocational issues, paraprofessional use, spoken language instruction, sign language instruction, early mainstreaming, interpreting and transliteration, central auditory processing disorders, well-fitted hearing aids and well-mapped cochlear implants. There has been, and will continue to be, a close collaboration among the professions of speech-language pathology, educational audiology, educational interpreting and deaf education to the benefit of CADES. Faculty will work collaboratively with researchers in occupational therapy, physical therapy, counseling as well as regular/special education. Post secondary institutions within and outside of Idaho will be invited to participate in collaborative research activities of CADES.

### **Service**

Appropriate and recent service delivery guidelines are available from the National Association of State Directors of Special Education, Inc. The proposed laboratory schools and any school in Idaho with a deaf, hard of hearing, or deaf-blind student as well as families with infants/toddlers who are D/HH will be part of ISDHH.

While it is premature to determine the need for a residential program at the Treasure Valley Center, the plan is to provide an annual summer camp, quarterly social/educational activities for students across the state and a summer educational experience. A strong transition program for three year olds, five year olds, middle grades to high school and high school to post-secondary education or the world of work, will be implemented by CADES.

It should be expected that this new system will not necessarily decrease current state funding allocated for the education of deaf, deaf-blind, and hard of hearing students in Idaho, especially during the initial start up years. A Treasure Valley facility will be needed. The expectation is that the three Associate Directors of CADES will have half-time faculty

assignments to help staff the new system and the connection with Idaho Universities will provide opportunities for new and additional funds to be brought into the state of Idaho from collaborative grants and contracts with other centers of excellence in deaf education across the country as well as corporate and government sponsors

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<sup>1</sup> National Association of State Directors of Special Education, Inc. (2006). *Meeting the Needs of Students who are Deaf or Hard of Hearing*. Alexandria, VA.

**IDAHO STATE BOARD of EDUCATION**



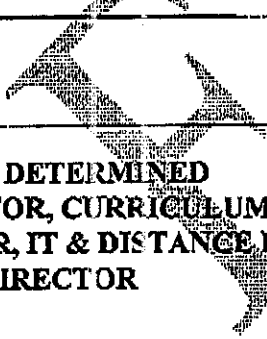
**CENTER FOR ADVANCED DEAF EDUCATION  
STUDIES (CADES)**

**DIRECTOR**

**COORDINATOR: Education & Training**

**COORDINATOR: Research**

**COORDINATOR: Policy**



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